
The Organization of the Rating System for Assessing the Quality of University Students Training

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Abstract:

In spite the universities use the rating system of assessing for a quite long time, this issue is still not fully considered. The article is based on the position of insufficient state of knowledge of the multifunctionality of the students rating. The rating helps to reveal the potential of students. It is mentioned that the rating system of assessment is a tool that will improve the quality of training and provide the required level of motivation.

During the research, the following methods were used: analysis, synthesis, induction, deduction. As a result, the principles of the rating assessment system were revealed, a definition of the term "Rating" was given, its goals were indicated. As an example of the organization of the rating system of assessment, the Nizhnii Novhorod State Pedagogical University and its "Regulations on the rating system for assessing the quality of student training" were used. It is noted that the rating includes: current check, midterm and final examinations. Further, all possible conditions under which the student receives points were identified and considered.

On the example of the NSPU named after Kozma Minin transferring of the rating points into a five-point grading rating system is presented. Also, the types of violations for which points are discarded, are considered. As the study showed, comprehensive planned system yields productive results for students and the university.

Keywords: Assessment System, Training Quality, Rating System, University, Federal State Educational Standard.

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1. Introduction

The primary task regarding vocational education is improving the quality of the future graduates training in the postindustrial society. Since, currently, the labor market requires a high level of general development of candidates, the presence of a developed professional competence, as well as the ability to think outside the box, it is mainly necessary to put the issue of tool that motivates students to study and performs many pedagogical functions at the head. At first glance, such a tool is difficult to find, but educational institutions influenced by reforms began to apply the rating system of assessment. The topicality of this topic considering is caused by the insufficient knowledge about the multifunctionality of the rating of students.

Modern education requires more independence from students; a competence approach makes it necessary to apply gained in practice knowledge in close to professional conditions. A student must be organized, responsible for obtaining the proper level of knowledge, to know where to get the necessary information (Starodumova & Homolko, 2017). It means that, with a reduced number of classroom activities and an increase in the proportion of independent work in a competence-based approach to acquire the necessary competences and the forming a highly qualified professional from a student, he/she must realize that he/she needs training (Malakhova, Khokhlova & Starodumova, 2015). And only by making maximum independent efforts to acquire knowledge and skills, he/she will receive a qualitative education. In order for the student to realize this, he/she needs a high level of motivation, which the institution must provide.

The rating helps to reveal the potential of students, as it motivates them to succeed. Motives are professional and informative. Commonly believed that motivation can be formed by assessment and independent work, organized under special conditions. In this case, the student must be given freedom of independence and initiative (Kostylev & Kostyleva, 2015).

The requirements of the Federal State Educational Standards have changed their directions and now their requirements within popular competence approach. Innovative technologies introduced into the educational process required a new assessment system to improve the quality of training for students of the modern generation.

The rating system for assessing students is precisely the tool that will improve the quality of training and provide the required level of motivation. The rating system is considered to be a special mechanism that enhances the motivation of not only student work, but pedagogical activity of teachers, which can functionally join the activities of all participants in the educational process.

Nyzhnii Novhorod State Pedagogical University named after Kozma Minin has been using the score-rating system for a long time. Regulations on the rating system for

assessing the quality of student training, Federal Law of the Russian Federation of December 29, 2012, No. 273-Φ3 "On Education in the Russian Federation".

2. Research methodology: analysis, synthesis, induction, deduction

The rating system of assessment assumes the presence of the following elements: planning, organizing and monitoring the interaction of teachers and students in the during study of any discipline. Rating is an integral indicator of the studying process. On its basis, it is possible to solve the problems of managing the education system in the university (Koldina, 2014). Characteristics of the rating system has following principles:

- system-forming factor (set of requirements for the personality of the graduate);
- structuredness;
- focus on the result (improving the quality of study by increasing student activity);
- system-regulating factor (ordering of the educational process in accordance with the personal-pragmatist approach);
- system-directing factor (the specific content of the material for a specific discipline) (Vaganova, Koldina & Trutanova, 2017).

The notion of "control" and "self-control" occupy the leading position in the rating system of assessment. Control is the optimization of the studying process. Therefore, control must have in formativeness, timeliness, operability, objectivity, selectivity, completeness and massiveness, as well as cost-effectiveness (Saliaeva, 2014). Many scientists believe that pedagogical control is a scientifically grounded verification of the results of education, upbringing and studying.

An important requirement without which a score-rating system cannot be used is the familiarity of students with the rules of its operation, which should not change and should equally apply to all students. In this case, the student can, determine the trajectory of his training with the help of the teacher or independently, to achieve the desired results (Vaganova *et al.*, 2016a).

The organization of the process of the rating system for assessing the quality of students' training must be carried out using a number of principles: activity (that is, focus on the formation of the active personality of the student, development of his creative abilities); accessibility (development of a multi-level system of tasks that will provide accessibility and take into account the interests of all categories of students); encouragement (clearly established scoring system for the performance of a certain type of task and discarding of these scores for certain violations of the rules); awareness (awareness of students about the conditions for calculating the rating grade for the semester and the number of scores) (Prokhorova & Vaganova, 2017). The implementation of these principles is successfully realized when using

personal-pragmatist, systematic and synergetic approaches to the organization of the rating assessment process.

Nyzhnii Novhorod State Pedagogical University establishes the concept of "Rating" with the help of the Regulation on the rating system for assessing the quality of student training. The rating is an integral assessment of the results of the totality of all activities of the student, which are carried out during the study of all the disciplines established by the curriculum. The aims are:

- organization of feedback between teachers and students for timely adjustment of the studying process;
- operational diagnostics of the studying process by increasing the reliability of data;
- use of competition element among students for the formation of their ability of professional competition;
- stimulation and motivation for independent work within the competence approach;
- intensification of the educational process;
- obtaining information based on the effectiveness and quality of the educational process, as well as on the personal achievements of students for the possibility of submitting them to an increased scholarship (Kostylev et al., 2016).

Rating includes:

- current check (at this stage the teacher receives primary information about the level of digestion the individual elements of the academic discipline by the student);
- midterm examination (it is carried out after digestion by students the logical part of the material, for example a module or section.) This stage performs a test function. It is determined how the student's training will develop further, the level of the his training quality);
- check point. This term means a control type measure;
- final examination. Here, the compliance of the level and quality of student training with the requirements of FSES is checked (Prokhorova & Semchenko, 2017).

The final grade is the sum of the points scored by the student for a specific discipline for the current check, midterm and final examinations. Specially prepared tasks related to the established rating, which are called assessment tools or meters, allow to assess the formation of competences, that is, the quality of training. The result of training is represented by formed competencies. The quantitative characteristic of the quality of the revealed results is the sum of points scored for the correctly completed assignments submitted in time.

From the concept of "Rating" we turn to the full-fledged concept "Rating system". These are the rules and guidelines that are designed to provide the organization and management of systematic, rhythmic and productive educational activities of students in order to form their habit of independent work and ability to self-education. A student can score for each individual discipline to 100 points for a semester. Nyzhnii Novhorod State Pedagogical University named after Kozma Minin established the scale of transferring of rating scores into five-point grading scale:

1. 55-70 scores (satisfactory);
2. 71-85 scores (good);
3. 86-100 scores (excellent) (Kostyleva, 2017).

During the current check and midterm examination, that is, for the entire time of the discipline, the student can score from 55 to 70 points. The final examination allows to score from 10 to 30 points. So the cumulative estimation is formed. The final grade for the discipline, taking into account the current check and midterm examination should be at least 55 points. In this case, the discipline is considered learned and passed (Smirnova & Mukhina, 2016).

Points scored by the student during the semester are entered in the list of rating points, which the teacher operates in electronic form on a 100-point system; in the list of the dean's office according to the results of the final examination on a 100-point and five-point grading rating; in the student's record book (Ugodchikova, Aleshugina & Loshkareva, 2015). For competent calculation of the rating of each individual student, teacher should inform the students about the assessment criteria, the terms of the assignment, the results of the activities conducted, and the individual rating of the students. For the rating scale, it is necessary to determine the complexity of the testing measures. This is done in two steps:

- the point value of the least labor-consuming meter should be given;
- to determine the coefficient of labor-consuming as a set of real numbers, which show how many times the labor-consuming of each task is more than the minimum labor-consuming (Vaganova & Aleshugina, 2017).

Current check helps to estimate the following types of students work: work with reference literature; typical and creative tasks; laboratory works and reports; tests, essays and abstracts; testing by topic; reports and statement; verbal answers. Midterm examination can include: report defense; essay; participation in the colloquium; project development; test; testing, report execution; creative semester homework. Also, the rating plan may provide for other types of work.

Additional points to the rating can be earned by showing a high degree of independence and proactivity (promoting self-sufficiency within competence approach) by participating in business games, round tables, speaking at a scientific

conference and / or a scientific seminar, participating in contests and olympiads, doing a group work in the university. For the record, the total amount of points in this case should not exceed 15. Rating points are not only gained, but also fined. Points are discarded if:

- the student systematically skips classes;
- untimely fulfills the mandatory tasks;
- submits reports after the due date;
- other types of violations (Vaganova *et al.*, 2016b).

In the universities there has always been a so-called "automatic" assessment. It is provided for within the point-rating system by an official document, the Regulation on the rating assessment of the quality of student preparation. It is indicated that the student has the right to be estimated without an examination or another form of intermediate certification based on current check and midterm examinations. In other words, if a student has scored 55 points or more, he has the right not to take the exam and get the points that he already has with the record.

The current recording of results should be conducted by the teacher continuously in accordance with the stipulated scoring scale. The form of accounting is a list, which is compiled by the teacher. A midterm record of the results is carried out by counting the sum of points the student has received for current check and midterm examination. All data are recorded in the rating list, passed to the dean's office upon request.

The final count of points should be carried out at the end of the semester. The results are entered in the scholastic record, where, in addition to the traditional evaluation, the total sum of rating points accumulated during the semester and answers on the exam is indicated. All the lists are sent to the dean's office. Stages of construction of a rating scale for any particular discipline:

- it is necessary to set the point value of the least labor-consuming meter. Such a meter can be a typical task of a reproductive nature. The student's performance of such a task is estimated at 1 point. Further, you need to determine the difficulty of the remaining tasks in accordance with the first, estimated at 1 point. For example, the composition of a test task can be estimated at 2 points, therefore, the fulfillment of three such test tasks will be equal to 6 points;
- further, the score value of all other meters is calculated by multiplying the laboriousness of each meter by a multiple of 10;
- the next stage is the distribution of points for all planned activities (Gruzdeva & Smirnova, 2017).

3. Research results analysis

The goals of the introduction of a point-rating system in higher education institutions and in the Nyzhnii Novhorod State University named after Kozma Minin were specified, among them. All possible conditions under which the student receives points are determined and considered. On the example of the NNSU named after Kozma Minin the transferring of the rating points into a five-point grading rating system is presented. Also, the types of violations for which points are discarded are considered.

4. Conclusion

The rating system of the NSPU named after Kozma Minin was considered. The considered practice has shown that the rating plays a big role in the formation of the quality of training. It performs not only a supervisory function, but also a motivational, stimulating, organizational, and independence formation. An example of the NSPU named after Kozma Minin shows that a carefully planned system yields productive results for students and the university as a whole.

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